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ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for family dynamics. The course uses skills in critical thinking, decision making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. Presented first are a course description and outline. Section I contains the curriculum frameworks for the course, and section II contains outlines of the three instructional units: dimensions of personal development, managing family systems in today's society, and parenting decisions and responsibilities. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB)

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Mississippi Curriculum Framework for Family Dynamics

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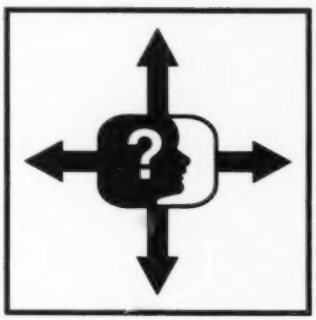

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CURRICULUM FRAMEWORK

FOR

FAMILY DYNAMICS

SECONDARY PROGRAMS 1995

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FAMILY DYNAMICS
COURSE DESCRIPTION

Family Dynamics is a course which utilizes skills in critical thinking, decision making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. (Grade 10-11-12,1 Semester, 1/2 Carnegie Unit)

FAMILY DYNAMICS
COURSE OUTLINE

Unit No.	Unit Name	No. of Days
1	Dimensions of Personal Development	10
2	Managing Family Systems in Today's Society	20
3	Parenting Decisions and Responsibilities	40

SECTION I

CURRICULUM FRAMEWORK

(COMPETENCIES AND SUGGESTED OBJECTIVES)

CURRICULUM FRAMEWORK

Course Name: Family Dynamics

Course Description: A course which utilizes skills in critical thinking, decision making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. (Grades 10-11-12, 1 Semester, 1/2 Carnegie Unit)

Competencies with Suggested Objectives:

1. Understand growth and change during the teen years.
   a. Describe growth and change in the muscular, skeletal, and endocrine system which occur at puberty.
   b. Describe the needs which must be met for healthy emotional development.
   c. Explain the role of genetics and environment in shaping the personality and compare personality types.
   d. Describe ways of relating to and communicating effectively with others.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C6
   M1
   S1

   Workplace Skills (See Appendix B):
   WP2, WP6
2. Maximize one's own potential.
   a. Appraise one's own personality.
   b. Design strategies for personality enhancement.

   Related Academic Topics (See Appendix A):
   C1, C3, C4, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6
3. Evaluate the dynamics involved in preserving the family as a unit.
   a. Describe the family system.
   b. Explain the functions of a family to include nurturing and economic, social, and intellectual support.
   c. Analyze factors that make strong families including commitment, communication, and decision making.
   d. Relate the use of conflict resolution in the prevention of family violence.

   Related Academic Topics (See Appendix A):
   C2, C3, C4, C5, C6,
   M1
   S1

   Workplace Skills (See Appendix B):
   WP2, WP3, WP5, WP6

4. Utilize resources and technology in managing multiple roles.
   a. Evaluate resources available to individuals and families.
   b. Assess the use of technology in the management of multiple roles.

   Related Academic Topics (See Appendix A):

   C2, C3, C4, C5, C6
   M1, M5
   S1

   Workplace Skills (See Appendix B):

   WP2, WP3, WP5, WP6
5. Recognize the demands of responsible parenting.
   a. Analyze factors indicating readiness for parenting to include: physical, social, emotional, financial, and legal responsibilities.
   b. Assess the impact of pregnancy on life goals.

   Related Academic Topics (See Appendix A):

   C1, C2, C4, C5
   M1
   S1

   Workplace Skills (See Appendix B):

   WP2, WP6
6. Understand how to nurture the developmental needs of children.
   a. Describe how a child grows and develops physically including ways to foster growth.
   b. Explain how parents can contribute to a child's learning.
   c. Explain a child's social and emotional development to include: theories of personality, types of play, and guidance techniques.

   Related Academic Topics (See Appendix A):

   C1, C2, C4, C5, C6
   M1, M7
   S1

   Workplace Skills (See Appendix B):

   WP2, WP3, WP6

SECTION II

CURRICULUM

FOR

FAMILY DYNAMICS

FAMILY DYNAMICS
UNIT 1: DIMENSIONS OF PERSONAL DEVELOPMENT (10 days)

Competencies and Suggested Objectives:

1. Understand growth and change during the teen years.
   a. Describe growth and change in the muscular, skeletal, and endocrine system which occur at puberty.
   b. Describe the needs which must be met for healthy emotional development.
   c. Explain the role of genetics and environment in shaping the personality and compare personality types.
   d. Describe ways of relating to and communicating effectively with others.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C6
   M1
   S1

   Workplace Skills (See Appendix B):
   WP2, WP6
2. Maximize one's own potential.
   a. Appraise one's own personality.
   b. Design strategies for personality enhancement.

   Related Academic Topics (See Appendix A):
   C1, C3, C4, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Understand growth and change during the teen years.*
   a. Have students compare photos of the same individual at different ages and describe the changes in physical development that have occurred.
   b. Have students analyze case studies involving the display of emotions and describe appropriate behaviors in handling emotions.
   c. Have students view a videotape on "Nature vs. Nature" and summarize the influence genes and environment have on personality development.
   d. Have students role play a family crisis situation; provide feedback on communication skills; and reenact the role play utilizing effective communication skills.
2. *Maximize one's own potential.*
   a. From a display of items such as a rock, flower, book, feather, piece of chalk, string, or stick, have students select an item and write a short essay describing how that item represents something about their unique

personality, life, or manner of solving problems. In pairs, have students share essays and discuss the importance of accepting personal uniqueness.

b. Have the students write a story about the person they hope to be at age 25. The students should include things they hope to have accomplished: goals, dreams, plans for the future, and a description of people important to them. Have students explain the similarities and differences between what they are like now and what they will be like at age 25. In small groups, the students will share the stories and identify things which can enhance development, such as setting goals, using sources of support, developing healthy emotions, and maintaining wellness.

Suggested Assessment Strategies:

1. *Understand growth and change during the teen years.*
   a. *Test on growth and change in the muscular, skeletal, and endocrine system which occur at puberty.*
   b. *Student assignment to analyze case studies which describe appropriate behavior in handling emotions.*
   c. *Student summary of the role of genetics and environment on shaping personality; student description of personality types.*
   d. *Student list of effective communication techniques.*
2. *Maximize one's own potential.*
   a. *Student's summary of his/her own personality.*
   b. *Student's plan for self-improvement.*

Suggested References:

Content for Teachers -

Changes and Choices: Personal Development and Relationships. Ruth E. Bragg, Goodheart - Wilcox Co., Inc. South Holland, IL.

Married and Single Life. Audrey Palm Riker and Holly E. Brisbane, 5th ed. Glencoe, Lake Forest, IL,1992.

Strengthen Family and Self. Leona Johnson, CHE, Goodheart - Wilcox Co., Inc. South Holland, IL.

Personal Development Resource Guide. Work and Family Life Program. Vocational Home Economics. Columbus, Ohio. The Ohio State U., 1993.

FAMILY DYNAMICS
UNIT 2: MANAGING FAMILY SYSTEMS IN TODAY'S SOCIETY (20 days)

Competencies and Suggested Objectives:

1. Evaluate the dynamics involved in preserving the family as a unit.
   a. Describe the family system.
   b. Explain the functions of a family to include nurturing and economic, social, and intellectual support.
   c. Analyze factors that make strong families including commitment, communication, and decision making.
   d. Relate the use of conflict resolution in the prevention of family violence.

   Related Academic Topics (See Appendix A):
   C2, C3, C4, C5, C6,
   M1
   S1

   Workplace Skills (See Appendix B):
   WP2, WP3, WP5, WP6
2. Utilize resources and technology in managing multiple roles.
   a. Evaluate resources available to individuals and families.
   b. Assess the use of technology in the management of multiple roles.

   Related Academic Topics (See Appendix A):
   C2, C3, C4, C5, C6
   M1, M5
   S1

   Workplace Skills (See Appendix B):
   WP2, WP3, WP5, WP6

Suggested Teaching Strategies:

Divide the class into groups. Assign each group a family structure, including composition of that family, income, employment/school responsibilities, housing arrangements, available technology, and transportation. Families can represent different time periods in history. Convey that a family album will be prepared throughout this unit. Each assignment will be included in the family album.

1. Evaluate the dynamics involved in preserving the family as a unit.
   a. Have students read information on the family system and write a description of the assigned family system and their individual role in that system. Have students construct a mobile representing that family system. Mobiles must be balanced to illustrate that the family works as a unit. Display mobile in the classroom. Picture or design of the mobile should be included in student family album.

b. *Using assigned families, designate a function for each group. Have each group interview individuals from different types of family units and at different stages of the life cycle to determine ways the function is accomplished. Have each student list his/her findings. Schedule each group to give an oral presentation with all members participating to summarize different ways each family meets this function. (To be included in student family album)*
c. *Instruct students to prepare a chart on the strengths of the assigned family. The chart should have a column for each strength listing ways families build these strengths. (To be included in student family album)*
d. *Assign each family group a factor that contributes to family violence. Instruct students to use a personal experience or an article from the newspaper or a magazine to create a scenario in which techniques of conflict resolution are used. Communication, decision making, and conflict resolution skills are used through role play to solve the problem. (To be included in student family album)*

2. *Utilize resources and technology in managing multiple roles.*
   a. *Give each family a challenge. Have students identify, in an oral presentation, the resources available to that family and ways these resources could be used to meet this challenge. (To be included in student family album)*
   b. *Based on resources, have the students determine the types of technology available to assigned families. Have students construct a chart listing family members and the technology that would assist them in each of their multiple roles. Instruct students to include ways each item preserves or hinders the family strengths. (To be included in student family album)*

Suggested Assessment Strategies:

1. *Evaluate the dynamics involved in preserving the family as a unit.*
   a. *Evaluate the content of the written description for accuracy, and evaluate the mobile for creativity and quality.*
   b. *Evaluate the group presentation based on thoroughness, accuracy, and presentation skills.*
   c. *Evaluate the chart based on demonstrated understanding.*
   d. *Use a check sheet to evaluate the demonstrated skills of the group.*
2. *Utilize resources and technology in managing multiple roles.*
   a. *Evaluate the presentations using a rubric.*
   b. *Evaluate the family album using a rubric.*

Suggested References:

Personal Economics and Consumer Education, Glencoe, 1992.

Learning Guide 5 - Balancing Work and Family, Project Connect, Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

Learning Guide 12 - Understanding the Impact of New Technology on Life and Work, Project Connect, Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

Parenting: Rewards and Responsibilities, Glencoe, 1994.

Strengthening Family and Self, Leona Johnson, Goodheart - Wilcox, 1994.

Married and Single Life, Glencoe, 1992.

FAMILY DYNAMICS
UNIT 3: PARENTING DECISIONS AND RESPONSIBILITIES (40 days)

Competencies and Suggested Objectives:

1. Recognize the demands of responsible parenting.
   a. Analyze factors indicating readiness for parenting to include: physical, social, emotional, financial, and legal responsibilities.
   b. Assess the impact of pregnancy on life goals.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1
   S1

   Workplace Skills (See Appendix B):
   WP2, WP6
2. Understand how to nurture the developmental needs of children.
   a. Describe how a child grows and develops physically including ways to foster growth.
   b. Explain how parents can contribute to a child's learning.
   c. Explain a child's social and emotional development to include: theories of personality, types of play, and guidance techniques.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5, C6
   M1, M7
   S1

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Recognize the demands of responsible parenting.*
   a. *Divide the class into groups of readiness topics: physical, social, emotional, financial, and legal responsibilities. Each group will make a collage depicting readiness factors.*
   b. *Direct students to develop a personal time line for life goals and then develop a revised time line indicating change if pregnancy is involved.*
2. *Understand how to nurture the developmental needs of children.*
   a. *Display a master wall chart with columns labeled infants, toddlers, preschoolers, and school-age children. Give students multiple index cards of physical characteristics which they in turn place in the correct column.*
   b. *Divide the class into two groups. Have Group I make a list identifying ways parents can create a stimulating learning environment at home for their children. Have Group II make a list of ways parents can create a*

stimulating learning environment outside the home. Record and display lists on overhead transparency or large newsprint. Use the list as a basis for large group discussion.

c. *Arrange for students to observe a group of preschool or kindergarten children in a play situation for approximately 30 minutes. Have students record examples of social behavior observed among the children. Discuss students' observations as a class.*

Suggested Assessment Strategies:

1. *Recognize the demands of responsible parenting.*
   a. *Self-check list and summary conclusion by student.*
   b. *Satisfactory completion of time line, plus summative paper on the impact of pregnancy on life goals to be evaluated using a rubric.*
2. *Understand how to nurture the developmental needs of children.*
   a. *Unit test.*
   b. *Teacher assessment of student assignment to design a developmentally appropriate learning activity using non-commercial materials.*
   c. *Unit test.*

Suggested References:

Parenting: Rewards and Responsibilities, Dr. Verna Hildebrand, Glencoe, 1994.

Parenting Education, West Virginia Curriculum Technology, 1989-90.

Successful Parenting for School-Age Parents, Home Economics Curriculum Center, Texas Tech University, Lubbock, TX, December, 1993.

Parenthood Education Curriculum, Oregon Department of Education, Salem, OR, 1990.

Family and Parenting Education, Tennessee State Department of Education, Division of Vocational-Technical Education, University of Tennessee, Knoxville, TN, 1988.

APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC 1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC 2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC 3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC 4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC 5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC 6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make,and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC 5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC 6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE FOR FAMILY DYNAMICS

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Dimensions of Personal Development

_____ 1. Understand growth and change during the teen years.
   a. Describe growth and change in the muscular, skeletal, and endocrine system which occur at puberty.
   b. Describe the needs which must be met for healthy emotional development.
   c. Explain the role of genetics and environment in shaping the personality and compare personality types.
   d. Describe ways of relating to and communicating effectively with others.

_____ 2. Maximize one's own potential.
   a. Appraise one's own personality.
   b. Design strategies for personality enhancement.

Unit 2: Managing Family Systems In Today's Society

_____ 1. Evaluate the dynamics involved in preserving the family as a unit.
   a. Describe the family system.
   b. Explain the functions of a family to include nurturing and economic, social, and inteilectual support.
   c. Analyze factors that make strong families including commitment, communication, and decision making.
   d. Relate the use of conflict resolution in the prevention of family violence.

2. Utilize resources and technology in managing multiple roles.
   a. Evaluate resources available to individuals and families.
   b. Assess the use of technology in the management of multiple roles.

Unit 3: Parenting Decisions and Responsibilities

_____ 1. Recognize the demands of responsible parenting.
   a. Analyze factors indicating readiness for parenting to include: physical, social, emotional, financial, and legal responsibilities.
   b. Assess the impact of pregnancy on life goals.

_____ 2. Understand how to nurture the developmental needs of children.
   a. Describe how a child grows and develops physically including ways to foster growth.
   b. Explain how parents can contribute to a child's learning.
   c. Explain a child's social and emotional development to include: theories of personality, types of play, and guidance techniques.